

## Bentley Wood High School COVID-19 risk assessment – Full re-opening of school

Site / school name:	Bentley Wood High School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff:                             <ul style="list-style-type: none"> <li>▪ Classroom based staff</li> <li>▪ Catering staff</li> <li>▪ Cleaning staff</li> <li>▪ Office staff</li> <li>▪ Premises / site staff</li> <li>▪ SMSAs</li> </ul> </li> <li>▪ Contractors</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ Full re-opening of schools from September 2020</li> <li>▪ Pick up and drop off from school</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Potential remote working of some staff and students</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Practical equipment and materials</li> <li>▪ Sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>		
Name of person completing this risk assessment:	Paola Boyadjian & Kieran Robinson	Date of completion:	26 <sup>th</sup> of August 2020 (version 2)
Risk assessment approved by:	H&S External advisors	Date of approval:	27 <sup>th</sup> of August
Date risk assessment to be reviewed by:	Ongoing	Risk assessment no:	

**Record of risk assessment reviews**

Date of review:		Reviewed by:		Comments / date of next review:	▪
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## System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

### Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
  2. Clean hands thoroughly more often than usual.
  3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
  4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
  5. Minimise contact between individuals and maintain social distancing wherever possible.
  6. Where necessary, wear appropriate personal protective equipment (PPE).
- Numbers 1 to 4 must be in place in all schools, all the time.
  - Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
  - Number 6 applies in specific circumstances.

### Response to any infection:

7. Engage with the NHS Test and Trace process
  8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  9. Contain any outbreak by following local health protection team advice.
- Numbers 7 to 9 must be followed in every case where they are relevant.

<b>What are the hazards?</b>	<ul style="list-style-type: none"> <li>▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul>
<b>Who might be harmed and how?</b>	<ul style="list-style-type: none"> <li>▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.</li> <li>▪ Potential for spread to other family members / persons.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</b></p>		
<p><b>Measures to stop persons coming into school with coronavirus symptoms</b></p>		
<ul style="list-style-type: none"> <li>▪ Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days.</li> <li>▪ Communicate these measures clearly to staff and the school community. Repeat on a regular basis.</li> <li>▪ Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there a procedure in place for this?</li> <li>▪ How will this be communicated to the school community?</li> <li>▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website.</li> <li>▪ How will visitors to site be managed?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Notices on school gates and front door telling those entering the site that they are not to do so should they, or any member of their household, be displaying any symptoms of Coronavirus.</li> <li>▪ Students to be informed that they should report to a member of SLG+ on duty at the gate should they believe that they may have symptoms consistent with COVID-19</li> <li>▪ Staff informed through health &amp; safety updates and whole staff briefings the procedure to follow should they or someone from their household be displaying symptoms of COVID-19, this includes not coming onto site.</li> <li>▪ Links on the website to continue to be updated with information and guidance from the NHS on 'How to check if you or your child has coronavirus symptoms'</li> <li>▪ Communication to parents on the run-up to the start of the new school year to include information on checking if your child has coronavirus symptoms with instructions on keeping the child at home.</li> <li>▪ SLG+ on duty to ask students in the morning how they are feeling and if those in their household are well. If student raises concern, SLG member to decide the best course of action, ensuring protocol for suspected case of COVID-19 as written in this Risk Assessment is followed.</li> <li>▪ Essential visitors, parents or contractors working on site to be asked if they and any member of their household is displaying symptoms of COVID-19 as they sign in at Reception. A member of SLG or Operations Manager to be called before allowing them on site if there are concerns.</li> </ul>
<p><b>Suspected case of coronavirus in school</b></p>		
<ul style="list-style-type: none"> <li>▪ If anyone in the school becomes unwell with a new, continuous cough or a high</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there a procedure for managing suspected cases of coronavirus?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff briefed to be vigilant re any student displaying symptoms</li> <li>▪ Notices in school offices to remind staff of the symptoms they need to look out for.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>▪ If they need to go to the bathroom while waiting to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection?</li> <li>▪ Have welfare staff and others been trained in measures to take?</li> <li>▪ Have welfare staff and others been provided with PPE and training on its use?</li> <li>▪ Is there a procedure for contacting the local public health protection team?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff to inform line manager if they are displaying any symptoms and to go to medical immediately.</li> <li>▪ If anyone becomes unwell in school with a new, continuous cough, a high temperature or a change in sense of taste or smell, they must be sent home and advised to follow government guidance.</li> <li>▪ All staff briefed to call immediately for a first aider if a child says they feel unwell. The First Aider to wear PPE</li> <li>▪ The child to be escorted by the First Aider to the medical room immediately.</li> <li>▪ Student or staff member to wait in the therapy room when awaiting collection. They should use the Medical Room toilet if required which is to be put out of use to others. This and the Therapy Room are to have a thorough clean once the student leaves the site.</li> <li>▪ The student should be escorted out of the W block using the external exit on the ground floor and taken to the parent who is to wait by the car park.</li> <li>▪ If a case of COVID-19 is suspected, PPE to be worn by member of staff assisting (face visor, mask, disposable apron and disposable gloves.) Washing hands and hand sanitiser use to be frequently carried out. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>▪ Any possible cases of COVID-19 are reported immediately only to the Headteacher, or DHT in her absence, and are monitored by the Ops manager. Government guidance is to be followed on testing.</li> <li>▪ Training to be given to all first aiders on the use of PPE, particularly on removal and disposal of masks, gloves and aprons. <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be</a></li> <li>▪ Training given to site supervisors re using PPE when cleaning bodily fluids <a href="https://www.youtube.com/watch?v=zec7CvWB7Us">https://www.youtube.com/watch?v=zec7CvWB7Us</a></li> <li>▪ Current advice on which symptoms to look out for to be shared with first aiders</li> <li>▪ Operations Manager to ensure sufficient stocks of PPE are maintained</li> <li>▪ PPE used when dealing with a suspected case of COVID-19 to be disposed of in hazardous waste yellow bins.</li> </ul>

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<p>be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> <li>▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> </ul>		

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<ul style="list-style-type: none"> <li>▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</li> <li>▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</li> </ul>		
<p><b>2. Clean hands thoroughly more often than usual.</b></p>		
<ul style="list-style-type: none"> <li>▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build hand washing into school routines so that children wash their hands regularly, including</li> </ul>	<ul style="list-style-type: none"> <li>▪ Notices around the school to remind students about regular handwashing, especially before and after eating.</li> <li>▪ Hand sanitising units to be positioned on walls around the school, especially at each entrance and exit point.</li> </ul>

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<p>or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> </ul>	<p>when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?</li> <li>▪ Ensure supervision of hand sanitiser use given risks around ingestion.</li> <li>▪ Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>▪ Sufficient quantities of cleaning supplies and hand soap to be maintained.</li> <li>▪ All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>▪ All staff instructed to actively monitor to ensure all pupils and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hand sanitiser available to staff and students in each classroom.</li> <li>▪ Hand sanitiser available at each of the 4 food points around the school</li> <li>▪ Students reminded to visit the washrooms to wash hands before going for break or lunch.</li> <li>▪ Additional hand washing stations to be positioned outside W block if possible – awaiting quote</li> <li>▪ Hand sanitiser available to staff in offices and staff tea/coffee areas</li> <li>▪ Posters reminding staff to regularly wash their hands in staff tea/coffee areas and reminders given at staff briefings. Staff asked to remind each other.</li> <li>▪ Site Team to check soap and hand sanitiser dispensers throughout the day</li> <li>▪ Site Team to maintain a good level of stock of cleaning materials, soaps, paper towels, etc.</li> <li>▪ A good level of PPE stock to be maintained.</li> </ul>



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	colleagues are adhering to principles of good hygiene.	
<b>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</b>		
<ul style="list-style-type: none"> <li>▪ The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> <li>▪ Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine?</li> <li>▪ Ensure that younger children and those with complex needs are helped to get this right.</li> <li>▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers?</li> <li>▪ All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> <li>▪ Will there be procedures in place at school entrances for removal of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Site protocol to be shared with staff via Teams and the staff handbook and with authorised essential visitors. Copies to be available at reception. Protocol to be reviewed and updated regularly.</li> <li>▪ Large bins available in all classrooms and monitored by the Site Team to ensure that they are emptied before they overflow. Staff in classrooms to email <a href="mailto:maintenance@bentleywood.harrow.sch.uk">maintenance@bentleywood.harrow.sch.uk</a> should their bin be nearly full and require emptying.</li> <li>▪ Site Team to regularly monitor bins outside and at food points to ensure there is not risk to over spilling – check list to be put in place to regulate when this is done throughout the day.</li> <li>▪ Tissues and surface wipes to be available in each classroom and posters reminding students to ‘Catch it, Bin it, Kill it’</li> <li>▪ Good levels of stocks of tissues, surface wipes, paper towels, disinfectant spray and hand sanitiser to be maintained.</li> <li>▪ Regular reminders to be given to staff via Teams about expected hygiene standards and about reminding students and each other of this</li> <li>▪ Notices will be displayed just inside the school gates with a reminder about the safe removal of face coverings along with a bin for the safe disposal of disposable masks.</li> <li>▪ Communication with parents and students to include reminders about the requirement of the use of face coverings on public transport</li> <li>▪ Display social distancing notices at the school entrance for any parents dropping off or collecting their daughter.</li> <li>▪ Staff and students are strongly advised to wear face cover coverings in the school corridors.</li> </ul>

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<p>education. Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	<p>face coverings including bins for disposal.</p> <ul style="list-style-type: none"> <li>▪ If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of. Employer's should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools.</li> </ul>	

**4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.**

**Enhanced cleaning regime**

<ul style="list-style-type: none"> <li>▪ An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>▪ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>▪ Reducing clutter and removing difficult to clean</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take?</li> <li>▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?</li> <li>▪ Are bins emptied throughout the day?</li> <li>▪ IT equipment should ideally be used by one person as a designated workstation. Where</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional Day Cleaners, along with site supervisors, on site during the day to clean door handles and panels, toilets and hard surfaces of high passage areas using warm water and detergent. Cloths to be rinsed out very frequently.</li> <li>▪ Student Wellbeing Assistants to support with monitoring the cleanliness of student toilets and areas of high passage.</li> <li>▪ Contracted cleaners to wear face shields or masks</li> <li>▪ Site Team to regularly monitor bins outside and at food points to ensure there is not risk to over spilling – check list to be put in place to regulate when this is done throughout the day.</li> <li>▪ Site Team to wear disposable gloves when dealing with any waste and dispose of them safely before moving onto a different task.</li> <li>▪ Surface wipes to be available in every room in the school.</li> <li>▪ Students to use a surface wipe to wipe down their work area, chair and keyboard and mouse before using if it has been used by students from another bubble prior to their session.</li> <li>▪ Staff to only use their own assigned workstation where possible, and to use a surface wipe if using a workstation which has been used by another individual ensuring remote controls and electronic devices are wiped prior to use.</li> </ul>
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<p>items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</p> <ul style="list-style-type: none"> <li>▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</li> </ul>	<p>possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.</p>	<ul style="list-style-type: none"> <li>▪ Surface wipes and hand sanitiser to be provided at tea/coffee points for staff to use before and after use of facilities</li> <li>▪ Staff to use own mug or disposable cup. Single use plastic spoons provided.</li> <li>▪ Notices in kitchen area to remind staff to use and wash their own mugs or disposable cups</li> <li>▪ Soft Seats in staffroom out of use. Tables and hard seating spaced to ensure social distancing which can be used as workstations. Breaks staggered to minimise numbers in staff room</li> <li>▪ Main School office only to be accessed by Office staff and SLG.</li> </ul>
<b>Hazards from using new or different hazardous products</b>		
<ul style="list-style-type: none"> <li>▪ If any new cleaning, sanitisation, or other</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that any hazardous substances</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cleaning contractors to use standard detergents to clean floors and hard surfaces as per government guidelines.</li> </ul>

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<p>products are used then they should be assessed as with any other hazardous substance.</p>	<p>that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment.</p> <ul style="list-style-type: none"> <li>▪ Ensure that any significant findings or precautions are shared with those using the products.</li> <li>▪ It should be noted that in most if not all cases these will be lower risk items.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stronger cleaning solutions will not be used on a day to day basis following feedback from staff who have experienced reactions they believe are related to the solutions currently being used by the cleaning contractor.</li> </ul>
<b>Contaminated waste</b>		
<ul style="list-style-type: none"> <li>▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</li> <li>▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li>▪ You should not put your waste in communal waste areas until negative test results are known or the waste has</li> </ul>	<ul style="list-style-type: none"> <li>▪ Waste from possible cases to be double bagged, labelled with a name and date, and stored in a safe place by the Site Team until the individual's test results are known.</li> <li>▪ If the individual tests negative for COVID-19 these can then be disposed of as normal waste.</li> <li>▪ If the individual tests positive for COVID-19 these must be stored for 72 hours before then being disposed of in the normal waste.</li> <li>▪ Waste from bins at entrances assigned for the disposal of masks to be emptied every day, double bagged and disposed of as normal waste.</li> <li>▪ Site Team to wear disposable gloves when dealing with any waste and dispose of them safely before moving onto a different task.</li> <li>▪ Additional pedal bins in each classroom for the purpose of disposing of masks, gloves, tissues and surface wipes. These bins are to be double bagged.</li> <li>▪ The students will be offered sandwich bags to store their mask when removing them if they are to be used again.</li> </ul>

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	<p>been stored for at least 72 hours.</p> <ul style="list-style-type: none"> <li>▪ If the individual tests negative, this can be put in with the normal waste</li> <li>▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> <li>▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor.</li> </ul>	

### 5. Minimise contact between individuals and maintain social distancing wherever possible.

#### Maintaining groups or bubbles

<ul style="list-style-type: none"> <li>▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>▪ The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider the minimum size groups you can manage whilst delivering the curriculum.</li> <li>▪ Can consistent groups be maintained wherever possible?</li> <li>▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students to be taught in their regular class sizes.</li> <li>▪ Social distancing to be maintained between adults, and between adults and students.</li> <li>▪ Teacher’s desks to be positioned at least 2 metres from the nearest student desk.</li> <li>▪ Students to be kept in year group bubbles.</li> <li>▪ The timetable has been adjusted to a two-week timetable allowing the teaching of double lessons which reduces the need for movement around the school.</li> </ul> <table border="1" data-bbox="996 1129 1485 1203"> <tr> <td><b>Week A: Double Periods 1,4 &amp; 6</b></td> </tr> <tr> <td><b>Week B: Double Periods 2,5 &amp; 7</b></td> </tr> </table> <ul style="list-style-type: none"> <li>▪ Timings of the day have been staggered with arrangements for registration changed to minimise contact between bubbles:</li> </ul> <table border="1" data-bbox="925 1348 1615 1425"> <tr> <td><b>Start of Day:</b></td> <td></td> <td></td> </tr> <tr> <td>Years 7,8 &amp;9</td> <td>8:30</td> <td>Go straight to Form Rooms</td> </tr> <tr> <td>Year 10</td> <td>8:40</td> <td>Go to the Gym</td> </tr> </table>	<b>Week A: Double Periods 1,4 &amp; 6</b>	<b>Week B: Double Periods 2,5 &amp; 7</b>	<b>Start of Day:</b>			Years 7,8 &9	8:30	Go straight to Form Rooms	Year 10	8:40	Go to the Gym
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<p>'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help.</p> <ul style="list-style-type: none"> <li>Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</li> <li>Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size</li> </ul>	<p>times and limiting movement between lessons.</p> <ul style="list-style-type: none"> <li>Social distancing should be reinforced within groups, particularly for older children.</li> <li>Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults?</li> </ul>	<table border="1" data-bbox="922 240 1615 354"> <tr> <td>Year 11</td> <td>8:40</td> <td>Go to the hall</td> </tr> <tr> <td>Years 12 &amp; 13</td> <td>8:30</td> <td>Go straight to form rooms</td> </tr> </table> <p><b>End of Day:</b></p> <table border="1" data-bbox="922 427 1632 592"> <tr> <td><b>Years 7, 8 &amp; 9</b></td> <td><b>3:10 leave school</b></td> </tr> <tr> <td><b>Years 10 &amp; 11</b></td> <td><b>3:10 - 3:25 Registration</b></td> </tr> <tr> <td></td> <td><b>3:25 leave school</b></td> </tr> <tr> <td><b>Year 12 &amp; 13</b></td> <td><b>3:10 leave school</b></td> </tr> </table> <ul style="list-style-type: none"> <li>Each year group bubble has allocated outside and inside areas for break and lunch times. Where there are shared areas, the break and lunchtimes are staggered to allow cleaning and to avoid the risk of contact between bubbles.</li> </ul> <p><b>Break times:</b></p> <table border="1" data-bbox="902 770 1621 1398"> <tr> <td>Years 7,8, 9</td> <td>10:30-10:50 (10:05 – 10:25 Wednesday)</td> </tr> <tr> <td>Year 7</td> <td>Orange zone Netball courts, Sports Hall if wet</td> </tr> <tr> <td>Year 8</td> <td>Green zone Grass quad, Gym if wet</td> </tr> <tr> <td>Year 9</td> <td>Blue zone Field outside reception , Hall if wet</td> </tr> <tr> <td>Years 10 &amp; 11</td> <td>11:00-11:20 (11:10 -11:30 Wednesday)</td> </tr> <tr> <td>Year 10</td> <td>Purple zone Grass quad, Gym if wet</td> </tr> <tr> <td>Year 11</td> <td>Yellow zone Field outside reception, Hall if wet</td> </tr> <tr> <td>Years 12 and 13</td> <td>10:30-10:50 (10:05 – 10:25 Wednesday)</td> </tr> <tr> <td>Years 12 &amp; 13</td> <td>6<sup>th</sup> Form Common Room, U1, Red zone Grass outside 6<sup>th</sup> Form</td> </tr> </table>	Year 11	8:40	Go to the hall	Years 12 & 13	8:30	Go straight to form rooms	<b>Years 7, 8 &amp; 9</b>	<b>3:10 leave school</b>	<b>Years 10 &amp; 11</b>	<b>3:10 - 3:25 Registration</b>		<b>3:25 leave school</b>	<b>Year 12 &amp; 13</b>	<b>3:10 leave school</b>	Years 7,8, 9	10:30-10:50 (10:05 – 10:25 Wednesday)	Year 7	Orange zone Netball courts, Sports Hall if wet	Year 8	Green zone Grass quad, Gym if wet	Year 9	Blue zone Field outside reception , Hall if wet	Years 10 & 11	11:00-11:20 (11:10 -11:30 Wednesday)	Year 10	Purple zone Grass quad, Gym if wet	Year 11	Yellow zone Field outside reception, Hall if wet	Years 12 and 13	10:30-10:50 (10:05 – 10:25 Wednesday)	Years 12 & 13	6 <sup>th</sup> Form Common Room, U1, Red zone Grass outside 6 <sup>th</sup> Form
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<p>of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.</p> <ul style="list-style-type: none"> <li>In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'.</li> <li>Whatever the size of the group, they should be kept</li> </ul>		<p><b>Lunchtimes:</b></p> <table border="1" data-bbox="904 276 1624 501"> <tr> <td>Years 7,8 &amp; 9</td> <td>12:30-1:20 Mon, Tues, Thurs, Fri</td> </tr> <tr> <td>Years 7,8 &amp;9</td> <td>12:05- 12:50 Wednesday</td> </tr> <tr> <td>Years 10 &amp; 11</td> <td>1:25 -2:15 Mon, Tues, Thurs, Fri</td> </tr> <tr> <td>Years 10 &amp; 11</td> <td>1:00-1.45 Wednesday</td> </tr> <tr> <td>Years 12 &amp;13</td> <td>12:30-1:20 Mon, Tues, Thurs, Fri</td> </tr> <tr> <td>Years 12 &amp; 13</td> <td>12:05- 12:50 Wednesday</td> </tr> </table> <ul style="list-style-type: none"> <li>Notices are displayed in every room indicating where each of these areas are.</li> <li>Breakfast club provision will be available in four separate areas, each allocated to different year groups.</li> </ul> <table border="1" data-bbox="904 679 1624 1011"> <tr> <td>Years 7,8 &amp;9</td> <td>7:30-8:30</td> <td>Woodys Separate year group to collection zones</td> </tr> <tr> <td>Year 10</td> <td>7:30-8:40</td> <td>The Gym</td> </tr> <tr> <td>Year 11</td> <td>7:30-8:40</td> <td>The Hall</td> </tr> <tr> <td>Years 12 &amp; 13</td> <td>7:30-8:15</td> <td>6<sup>th</sup> Form Common Room</td> </tr> </table> <ul style="list-style-type: none"> <li>Movement around the school procedures have been put in place to avoid contact between bubbles as much as is possible, and to avoid the overcrowding of corridors.</li> <li>Students are to be supervised when moving around the school. Whilst learning the new protocol, teaching staff will be escorting or collecting students in between lessons and break</li> <li>External entrances to classrooms will be used as part of these procedures where they are available.</li> <li>Notices in corridors and stairways remind staff and students to keep left</li> <li>A new Student Reception area has been created to avoid students coming into contact with others coming into school and using the main reception</li> <li>Additional security has been put in place to prevent unauthorised access to the main school building</li> <li>Social distancing reminders are in place around the school.</li> </ul>	Years 7,8 & 9	12:30-1:20 Mon, Tues, Thurs, Fri	Years 7,8 &9	12:05- 12:50 Wednesday	Years 10 & 11	1:25 -2:15 Mon, Tues, Thurs, Fri	Years 10 & 11	1:00-1.45 Wednesday	Years 12 &13	12:30-1:20 Mon, Tues, Thurs, Fri	Years 12 & 13	12:05- 12:50 Wednesday	Years 7,8 &9	7:30-8:30	Woodys Separate year group to collection zones	Year 10	7:30-8:40	The Gym	Year 11	7:30-8:40	The Hall	Years 12 & 13	7:30-8:15	6 <sup>th</sup> Form Common Room
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<p>apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> <li>▪ Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>▪ When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</li> <li>▪ Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups</li> </ul>		<ul style="list-style-type: none"> <li>▪ Lifts are only used by staff and students with mobility issues. Adults are to use the lift one person at a time. Students are allowed to have one other student from the same bubble to accompany them – both to face the same direction. Wipes are to be available inside the lift to wipe the control panel before use.</li> <li>▪ Assemblies are to be streamed into classrooms.</li> <li>▪ Any enrichment will be in year group bubbles</li> <li>▪ Library use is to be timetabled at lunchtime for each bubble: <ul style="list-style-type: none"> <li>Y7 Monday</li> <li>Y8 Tuesday</li> <li>Y9 Wednesday</li> <li>Y10 Thursday</li> <li>Y11 Friday</li> <li>•</li> </ul> </li> </ul>



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<p>for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <ul style="list-style-type: none"> <li>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we</li> </ul>		

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<p>recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>		
<b>Measures within the classroom</b>		
<ul style="list-style-type: none"> <li>▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>▪ This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>▪ A 2m space around the teacher's desk should be maintained wherever possible.</li> <li>▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks etc.</li> <li>▪ All spaces should be well ventilated using windows etc where possible. See also notes on air</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classrooms are rearranged (other than where it is not possible such as the Food Tech Room) so that all students are forward facing.</li> <li>▪ Unnecessary furniture to be moved out of classrooms to make more space</li> <li>▪ Windows should be opened and doors kept open to improve ventilation</li> <li>▪ With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut.</li> <li>▪ A 2 metre space is to be maintained around the teacher's desk in the classroom.</li> <li>▪ The teacher should try to remain at the front of the classroom as is possible</li> <li>▪ Hand sanitiser and surface wipes will be available in all classrooms.</li> <li>▪ Students are informed that they are not to share resources.</li> <li>▪ Teaching staff to use pens and resources allocated to each individual and not share with colleagues.</li> <li>▪ See department specific risk assessments for control measures relating to COVID-19 put in place for practical lessons such as Art and Technology, PE, Music and Drama.</li> <li>▪</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <ul style="list-style-type: none"> <li>▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> <li>▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups.</li> </ul>	<p>conditioning in premises section below.</p>	
<p><b>Measures elsewhere</b></p>		

Guidance	Measures to consider	What do you need to do at your school to manage this
<ul style="list-style-type: none"> <li>▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</li> <li>▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that large gatherings involving more than one group are avoided</li> <li>▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times.</li> <li>▪ Plan time for cleaning between groups using shared spaces.</li> <li>▪ Consider how staff rooms can be set up to maintain distancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff meetings are to continue to be held via Teams avoiding the need for staff to gather together.</li> <li>▪ Staff briefings will now be held at 3.30pm on Monday rather than in the morning before registration. This will be on Teams and will be recorded so that those on duty can access it at another convenient time.</li> <li>▪ Thursday Teach Talks are to be held at 3.30pm on Teams and will be recorded so that those on duty can access it at another convenient time.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<b>Measures for arriving at and leaving school</b>		
<ul style="list-style-type: none"> <li>▪ Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>▪ Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider staggered starts or adjusting start and finish times to keep groups apart.</li> <li>▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</li> <li>▪ Consider how to communicate this to parents and reinforce it as necessary.</li> <li>▪ Ensure procedures are in place for removal of face coverings when arriving at school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ See details of staggered timings in section above.</li> <li>▪ Information about procedures for staggered school timings to be shared with parents well in advance of the start of the new academic year.</li> <li>▪ See section above for information on procedures for the removal of face coverings when arriving at school.</li> <li>▪ Communication to be sent to parents and shared with students on the safe removal of face coverings and suggestions of how these can be stored safely if reusing, e.g. reusable masks should be stored in a small plastic bag within the student’s school bag to avoid it contaminating other equipment and personal belongings</li> <li>▪ Students are to wash hands or use hand sanitiser upon removing their mask</li> <li>▪ Access to lockers is limited depending on each year group bubble’s timings</li> <li>▪ Drawstring bags to be provided to students for the storage of coats for when they are not able to go to their lockers.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>hands again before heading to their classroom.</p>		
<b>Equipment and resources</b>		
<ul style="list-style-type: none"> <li>▪ Equipment and resources are integral to education in schools.</li> <li>▪ For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>▪ Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>▪ Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>▪ Outdoor playground equipment should be more</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are staff and pupils reminded to use their own pencils and pens?</li> <li>▪ Are there measures to limit sharing of resources as much as is possible?</li> <li>▪ Are there measures to limit what is brought into and taken home from school?</li> <li>▪ Is there a consistent policy for marking books?</li> <li>▪ Are classroom resources included as part of an enhanced cleaning regime?</li> <li>▪ Are shared resources cleaned between use?</li> <li>▪ Is outdoor playground equipment cleaned more frequently?</li> </ul>	<ul style="list-style-type: none"> <li>▪ A letter to parents before the start of the new academic year is to give information on what equipment their daughter needs to have with her each day. Parents are to be asked to remind their daughter that they are not to share equipment with other students.</li> <li>▪ All students are to be reminded of this regularly by teaching staff.</li> <li>▪ All students are to be reminded by teaching staff to be particularly mindful about taking care of their property as lost property will not be accessible to them should they lose something.</li> <li>▪ Lost property – unclaimed items of uniform which are in lost property have been washed and bagged individually so that they can be given to students to keep should they need something. Lost items of uniform are to be put into a separate box and not touched for 72 hours. Office staff are to monitor this carefully, ensuring lost items with names on are returned to their owner following the 72 hours quarantine so that there is no build up in the lost property cupboard.</li> <li>▪ Book marking – staff to practice good hygiene, wash or sanitise hands regularly, do not eat or drink whilst handling student books and avoid touching the face.</li> <li>▪ See department specific risk assessments for information on the use of equipment across bubbles.</li> <li>▪ Classroom staff are to use surface wipes provided to clean equipment where it is necessary to share in order to be able to deliver the curriculum</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <ul style="list-style-type: none"> <li>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul>		
<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>		
<ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Where staff have been identified as needing PPE, have they been provided with appropriate supplies?</li> <li>Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?</li> </ul>	<ul style="list-style-type: none"> <li>First aider has checked all first aid kits are fully stocked</li> <li>PPE equipment to be in packs and available from The Operation Director for staff supporting students who have become ill. Packs to also be available in the medical room</li> <li>Training given to site supervisors re using PPE when cleaning bodily fluids <a href="https://www.youtube.com/watch?v=zec7CvWB7Us">https://www.youtube.com/watch?v=zec7CvWB7Us</a></li> <li>Training to be given to all first aiders on the use of PPE, particularly on removal and disposal of masks, gloves and aprons. <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be</a></li> <li>Operations Manager to ensure sufficient stocks of PPE are maintained</li> <li>PPE used by a first aider where there is a suspected case of COVID-19 is to be disposed of in hazardous waste yellow bins in the Medical Room</li> </ul>

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<p>and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul>		
<h3>7. Engage with the NHS Test and Trace process</h3>		
<ul style="list-style-type: none"> <li>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms.</li> <li>Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for</li> </ul>	<ul style="list-style-type: none"> <li>Is there a clear understanding in the school around NHS Test and Trace procedures?</li> <li>Are the contact details for local Public Health Protection Team available?</li> <li>Have the requirements around testing been communicated to all parties?</li> <li>Have all parties been told that they must inform the school of the results of any test as soon as possible?</li> </ul>	<ul style="list-style-type: none"> <li>Communication to staff and parents includes instructions to not come into school if they or someone in their household is displaying symptoms of Coronavirus.</li> <li>Those who have been in contact with a person who has coronavirus is to follow instructions given by the NHS Test and Trace service: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/nhs-test-and-trace-if-youve-been-in-contact-with-a-person-who-has-coronavirus/</a></li> <li>Staff or students who are displaying symptoms of Coronavirus are to be tested as soon as possible – information on how to do this is to be shared with the relevant parties and support will be given to access the service if required: <a href="https://www.nhs.uk/ask-for-a-coronavirus-test">https://www.nhs.uk/ask-for-a-coronavirus-test</a></li> <li>Parents and staff are to be told that they must inform the school of test results</li> <li>The contact details for the local Public Health Protection Team are as follows: <ul style="list-style-type: none"> <li>PHE North West London Health Protection Team,</li> <li>61 Colindale Avenue,</li> <li>London,</li> <li>NW9 5EQ</li> <li><a href="mailto:phe.nwl@nhs.net">phe.nwl@nhs.net</a>; <a href="mailto:nwlhpt.oncall@phe.gov.uk">nwlhpt.oncall@phe.gov.uk</a></li> <li>Phone: <a href="tel:02033261658">020 3326 1658</a></li> <li>Fax: <a href="tel:02033261654">020 3326 1654</a></li> <li>Out of hours for health professionals only: please call 01895 238 282</li> </ul> </li> </ul>



Guidance	Measures to consider	What do you need to do at your school to manage this
<p>coronavirus (COVID-19) or if contacted by NHS Test and Trace to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> <ul style="list-style-type: none"> <li>Schools should ask parents and staff to inform them immediately of the results of a test.</li> </ul>		
<p><b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>		
<ul style="list-style-type: none"> <li>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</li> <li>The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to</li> </ul>	<ul style="list-style-type: none"> <li>Are staff aware of the need to contact the local health protection team?</li> <li>Are contact details for the local health protection team available?</li> <li>Are proportionate records of pupils and staff in each group and close contacts between groups maintained?</li> <li>Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Normal signing in records would be sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>Should someone who has attended school be tested positive for COVID-19, the local public health protection team is to be contacted immediately for advice – see contact details above</li> <li>The school will work closely with the local public health protection team and will follow their advice</li> <li>Only essential visitors to the school are to be allowed. Each should sign in upon arrival and provide a contact number.</li> <li>Timetables and duty rotas will enable the school to identify anyone who has been in close contact with an individual who has tested positive for COVID-19.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> <ul style="list-style-type: none"> <li>▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process.</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home:</li> </ul>		

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> <li>▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</li> <li>▪ Schools should not request evidence of negative test</li> </ul>		

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>		
<p><b>9. Contain any outbreak by following local health protection team advice</b></p>		
<ul style="list-style-type: none"> <li>▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>▪ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school will follow the advice of the local public health protection team should there be an outbreak within the school community.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
and should not be considered except on the advice of health protection teams.		
<b>Transport</b>		
<b>Dedicated school transport</b>		
<ul style="list-style-type: none"> <li>▪ Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply on dedicated transport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>▪ Use of hand sanitiser upon boarding and/or disembarking</li> <li>▪ Additional cleaning of vehicles</li> <li>▪ Organised queuing and boarding where possible</li> <li>▪ Distancing within vehicles wherever possible</li> <li>▪ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group.</li> <li>▪ Ensure the transport provider is aware of any timetable changes and are adhering to</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school bus timings have been amended to allow for staggered start and finish times</li> <li>▪ Staggered start and finish times reduces the number of students from the school using public transport at the same time.</li> <li>▪</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
	<p>government guidelines. Seek a copy of their risk assessment and operating plan.</p>	
<b>Public transport</b>		
<ul style="list-style-type: none"> <li>▪ In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> <li>▪ Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can school start / end times be staggered to avoid peak times?</li> <li>▪ Encourage parents, staff, and pupils to walk or cycle to school if possible.</li> <li>▪ Consider using ‘walking buses’</li> <li>▪ Work with the local authority to promote safe cycling routes.</li> <li>▪ Advise persons using public transport to follow safer travel guidance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The dedicated school bus service timings have been amended to allow for staggered start and finish times</li> <li>▪ Staggered start and finish times reduces the number of students from the school using public transport at the same time.</li> <li>▪ Communication with parents and students is to include the suggestion to walk or cycle to school.</li> <li>▪ The school bike shed is available to both staff and students for the storage of bikes</li> <li>▪</li> </ul>
<b>Pupils who are shielding or self-isolating</b>		
<ul style="list-style-type: none"> <li>▪ We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify any pupils who may not be able attend school</li> <li>▪ Ensure there is provision for remote education.</li> <li>▪ Monitor engagement with remote education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school’s Virtual School is well established and will continue to be used for all students as well as those unable to attend school.</li> <li>▪ Engagement with the Virtual School will continue to be monitored for those unable to attend</li> <li>▪ 1:1 meetings with parents and their daughters have been held across year groups over a period of time to ensure that concerns are addressed and encourage students to fully attend from September</li> <li>▪ Expectations that all students are to fully attend from September has been shared with parents, unless they have been told by public health that they must self isolate</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<ul style="list-style-type: none"> <li>▪ A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating</li> <li>▪ Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</li> <li>▪ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.</li> <li>▪ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school.</li> <li>▪ Communicate attendance expectations on school attendance.</li> </ul>	

Guidance	Measures to consider	What do you need to do at your school to manage this
health professional before returning to school		
<b>School workforce</b>		
<b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>		
<ul style="list-style-type: none"> <li>▪ Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, most staff are expected to attend school.</li> <li>▪ Wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</li> <li>▪ Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use government advice for those who are clinically vulnerable including pregnant women.</li> <li>▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable.</li> <li>▪ Adopt a flexible approach in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Protective measures adopted through this risk assessment are sufficient, according to government guidelines, for staff who are extremely clinically vulnerable to return to work.</li> <li>▪ Conversations will be arranged for those who have serious illnesses and still have concerns</li> <li>▪ Where there is a specific concern, and individual risk assessment will be carried out but must be based on clear medical information</li> </ul>



Guidance	Measures to consider	What do you need to do at your school to manage this
<p>although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <ul style="list-style-type: none"> <li>▪ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</li> <li>▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>		
<p><b>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</b></p>		
<ul style="list-style-type: none"> <li>▪ Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).</li> <li>▪ The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment.</li> <li>▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As above</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <ul style="list-style-type: none"> <li>▪ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> <li>▪ Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</li> </ul>		
<b>Staff working remotely</b>		
<ul style="list-style-type: none"> <li>▪ Where staff do work remotely, employer health and safety responsibilities still apply.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff to be provided guidance on setting up a safe and suitable work area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Should there be a need for a member of staff to work from home, if self-isolating for example, they will be advised to watch the following information video from the HSE on setting up a home workstation:</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
	<ul style="list-style-type: none"> <li>Ensure regular communication with staff working remotely.</li> </ul>	<ul style="list-style-type: none"> <li>Temporary working at home – workstation set-up video from HSE: <a href="https://www.youtube.com/watch?v=Af7q5j14muc">https://www.youtube.com/watch?v=Af7q5j14muc</a></li> <li>Line managers will stay in regular communication with staff working remotely using Teams.</li> </ul>
<b>Supporting staff</b>		
<ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li>Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision.</li> <li>Consider where additional resource could be safely brought in if necessary.</li> <li>Ensure regular communication and consultation with all staff</li> <li>Ensure staff know where to get additional support</li> </ul>	<ul style="list-style-type: none"> <li>All staff have had opportunities to be involved in the process of deciding in measures to be put in place for the full opening of school from September through pastoral team meetings, SLG+ meetings, an Collaborative Committee meeting open to all staff and CPD sessions for all staff at the end of the Summer term.</li> <li>Regular communication with all staff and opportunities to give feedback are given through Teams. A Health &amp; Safety channel is to be set up within the BW Staff team to ensure that communication about this area is not lost amongst other communication to the school staff team. Any updates to this risk assessment and site protocol are to be shared via this channel as well as at staff briefings where relevant</li> <li>Confidential counselling for staff is available to all, information on how to access this is posted on Teams</li> <li>The staff Wellbeing SIG group continue to meet via Teams</li> <li>Groups and activities relating to staff wellbeing, such as mindfulness and staff book club, continue to run via Teams.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
	e.g. counselling or helplines.	
<b>Catering</b>		
<ul style="list-style-type: none"> <li>▪ We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>▪ School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</li> <li>▪ Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Break and lunchtimes are staggered to reduce the chances of students from different year group bubbles coming into contact with each other</li> <li>▪ Each year group has a zone for break and lunchtime to avoid bubbles from mixing. Notices showing these are in all rooms around the school.</li> <li>▪ ISS will be providing their own operating risk assessment as well as a site-specific risk assessment drawn up in consultation with the school.</li> <li>▪ Additional serving outlets are to be put into operation for break and lunchtimes to support with keeping year group bubbles away from each other</li> <li>▪ Additional Student Wellbeing Assistants are to be employed during this period to support students accessing catering facilities and to help with cleaning of areas within the canteen between sittings as well as high passage areas around the school.</li> <li>▪ The use of finger print scanners is to be limited to only when necessary, wipes available on these occasions. All students are to be issued with a PIN number on an ID card which can be shown to the catering staff</li> </ul>
<b>Estates / Premises</b>		
<b>Maintenance</b>		
<ul style="list-style-type: none"> <li>▪ We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carry out an end of summer holiday commission of the premises as normal including testing of fire systems and flushing through of little used water outlets.</li> <li>▪ Continue with normal maintenance and inspection activities, including contractor visits ensuring that statutory</li> </ul>	<ul style="list-style-type: none"> <li>▪ Little used water outlets continued to be flushed through regularly. Monthly legionella checks by an external contractor have continued throughout the year.</li> <li>▪ Statutory maintenance checks and daily/weekly/monthly checks are taking place without interruption. These continued to be monitored by the Operations Manager and Head Teacher</li> <li>▪ Additional hand sanitising dispensers are to be installed around the school site at entrances and exits.</li> <li>▪ Additional bins are to be placed in areas allocated as zones for students' break and lunchtimes. These are to be emptied daily, and more often if necessary.</li> <li>▪</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>than one class or group can be cleaned between use.</p>	<p>maintenance and inspection is carried out.</p> <ul style="list-style-type: none"> <li>▪ Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed.</li> </ul>	
<b>Ventilation</b>		
<ul style="list-style-type: none"> <li>▪ Once the school is in operation, it is important to ensure good ventilation.</li> <li>▪ In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</li> <li>▪ HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If air handling systems that move air between rooms are used that set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal.</li> <li>▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters.</li> <li>▪ Keep windows open in occupied rooms wherever possible.</li> <li>▪ With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an</li> </ul>	<ul style="list-style-type: none"> <li>▪ All air conditioning units in the school use fresh air supply and so are able to be used</li> <li>▪ The air conditioning units have all been maintained recently with the contractors taking additional measures since lockdown</li> <li>▪ Windows in each classroom are to be kept open throughout the day (staff are asked to remember to close these at the end of the day).</li> <li>▪ Internal classroom doors are to be kept open to aid ventilation in the classroom as well as in the corridors.</li> <li>▪ With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut.</li> <li>▪ Doors at the top of stairwells are all on automatic release which activates in the event of a fire</li> <li>▪</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
	<p>area or room is not in use all doors must be shut. Doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.</p>	
<b>Fire safety</b>		
<ul style="list-style-type: none"> <li>▪ Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located.</li> <li>▪ A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</li> <li>▪ Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review and update emergency plans and assembly points as required.</li> <li>▪ Brief staff on any changes to arrangements.</li> <li>▪ Consider if limited evacuation drills may be beneficial e.g. by group and especially for new pupils to the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergency evacuation plans have been reviewed and shared with staff</li> <li>▪ A fire marshal meeting is to be held within two weeks of the start of term to be sure that all are clear with regards to their specific duties</li> <li>▪ Fire evacuation procedures are to remain unchanged.</li> <li>▪ Full fire drills will not take place in the first half of the autumn term but students will all be reminded of the evacuation procedures and each year group will have a practice within the first two weeks whilst maintaining safe distancing from adults and remaining in their year group bubbles.</li> <li>▪ A partial fire drill will take place with new students in Y7 to ensure they are fully aware of the school's procedures in the event of an emergency evacuation</li> <li>▪ The ringing of six bells will remain as the signal for other emergency situations where, upon hearing this signal, staff are required to check their emails for further instructions which depend on the situation</li> </ul>
<b>First aid and care provision</b>		
<ul style="list-style-type: none"> <li>▪ The school must maintain suitable first aid and where</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider limiting numbers in first aid rooms, cleaning the area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Posters displayed in each room in the school list the names of qualified first aiders <ul style="list-style-type: none"> <li>▪ First aider has checked all first aid kits are fully stocked</li> </ul> </li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>needed paediatric first aid cover as normal.</p> <ul style="list-style-type: none"> <li>▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid.</li> <li>▪ If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used.</li> <li>▪ All first aid equipment will always be accessible.</li> <li>▪ Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>▪ If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a</li> </ul>	<p>after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields.</p> <ul style="list-style-type: none"> <li>▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment.</li> <li>▪ Incidents must be recorded as per the school's normal arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PPE equipment to be in packs and available from The Operation Director for staff supporting students who have become ill.</li> <li>▪ Training given to site supervisors re using PPE when cleaning bodily fluids <a href="https://www.youtube.com/watch?v=zec7CvWB7Us">https://www.youtube.com/watch?v=zec7CvWB7Us</a></li> <li>▪ Training to be given to all first aiders on the use of PPE, particularly on removal and disposal of masks, gloves and aprons. <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be</a></li> <li>▪ Students who are unwell are to make their way directly to the medical room</li> <li>▪ Therapy room to be used to isolate a student awaiting collection.</li> <li>▪ Current advice on which symptoms to look out for to be shared with first aiders</li> <li>▪ Operations Manager to ensure sufficient stocks of PPE are maintained</li> <li>▪ PPE used to support anyone who displays symptoms of COVID-19 to be disposed of in hazardous waste yellow bins.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>		
<p><b>Educational visits</b></p>		
<ul style="list-style-type: none"> <li>▪ Domestic (UK) overnight and overseas educational visits at this stage are advised against.</li> <li>▪ In the autumn term, schools can resume non-overnight domestic educational visits.</li> <li>▪ This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure educational visit planning and approval process is in place.</li> <li>▪ Ensure existing groups remain together when on visits.</li> <li>▪ Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educational visits are not taking place, this will be reviewed when appropriate</li> </ul>



Guidance	Measures to consider	What do you need to do at your school to manage this
<p>area to support delivery of the curriculum.</p>		
<p><b>School uniform</b></p>		
<ul style="list-style-type: none"> <li>▪ It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are to wear full school uniform.</li> <li>▪ Expectations around the school uniform remain the same</li> <li>▪ Vulnerable students who receive items of uniform from the school are not expected to return those items</li> </ul>
<p><b>Extra-curricular provision</b></p>		
<ul style="list-style-type: none"> <li>▪ Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</li> <li>▪ We recognise that this will be logistically challenging for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep children within their year groups or bubbles where possible.</li> <li>▪ Where this is not possible use small consistent groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any enrichment will take place in Year Group Bubbles</li> <li>▪ Enrichment will largely take place virtually to reduce the risk of transmission</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>		
<p><b>Curriculum expectations</b></p>		
<p><b>Music</b></p>		
<ul style="list-style-type: none"> <li>▪ Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan provision to reduce risks e.g. physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject specific risk assessment in place.</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>▪ Students and teachers will hand sanitise when entering the room.</li> <li>▪ Seating will be in rows facing the front of the classroom.</li> <li>▪ Students will be allocated their instrument for the lesson as per the class seating plan.</li> <li>▪ Students will have their own instrument for the lesson.</li> <li>▪ Students will be allocated their own keyboard and computer for the year via the seating plan.</li> <li>▪ All equipment will be cleaned between year group bubbles.</li> <li>▪ There will be no singing at KS3 until the government update their guidance.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <ul style="list-style-type: none"> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>	<p>ensuring good ventilation.</p>	<ul style="list-style-type: none"> <li>Solo performance will be recorded in instrumental and vocal lessons on the department iPads for the first term. The class teacher will mark the performances from these.</li> <li>We will release further guidance for the GCSE year 11 recording exam at the beginning of term.</li> </ul>
<b>Physical activity in schools</b>		
<ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> <li>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise outdoor sports wherever possible.</li> <li>Pupils should be kept in consistent groups.</li> <li>Sports equipment should be thoroughly cleaned between each use by different individual groups.</li> <li>Contact sports are to be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific risk assessment in place.</li> <li>Only PE GCSE students will be taking part in practical lessons beyond walking and will be allowed to use the changing room whilst maintaining social distancing.</li> <li>All other students will bring in trainers to change into.</li> <li>Outdoor spaces to be used only</li> <li>Activities will be planned for low exertion and so reduce risk of sweating</li> <li>Students to stay socially distance from each whenever possible during the physical activity</li> </ul>

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<p>scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <ul style="list-style-type: none"> <li>▪ Schools are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so</li> <li>▪ Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ <b>Science</b></li> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>▪ Key considerations for practical activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ To reduce the risk of transmission no classroom practical's will take place. This will be reviewed regularly by SLG.</li> <li>▪ Only teachers will demonstrate practical experiments</li> <li>▪ Where resources are used these will be cleaned between use where possible.</li> <li>▪ Subject specific risk assessment in place.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
<p>would be expected to be led by the department.</p> <ul style="list-style-type: none"> <li>Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides.</li> </ul>	<p>include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</p>	
<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of</li> </ul>	<ul style="list-style-type: none"> <li>No food practical's to take place at school, curriculum plans are modified so that students can access thier cooking at home. <ul style="list-style-type: none"> <li>Practical's can be demonstrated by the class teacher but all equipment must be cleaned thoroughly after use.</li> </ul> </li> <li>To ensure that there is no cross contamination due to sharing equipment the following rules have been put in place: - <ul style="list-style-type: none"> <li>Students to bring in their own equipment. A equipment list was included in letters to parents.</li> <li>No student to use the trimmer or any other shared equipment Handles of taps to be disinfected after use for waterpots etc.</li> <li>SOL adjusted to ensure only tasks where students use own equipment.</li> <li>Resources boxes to be used for bubbles to share between classes.</li> </ul> </li> <li>Head of Department to discuss with team a safe and practical approach to collecting resources from students. Agreed procedure to be included within departmental policy</li> <li>Subject specific risk assessment in place.</li> </ul>

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	<p>equipment, access to PPE especially where supplies were donated to the NHS.</p>	
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ensure that there is no cross contamination due to sharing equipment the following rules have been put in place: - <ul style="list-style-type: none"> <li>▪ Students to bring in their own equipment. A equipment list was included in letters to parents. The department to provide appropriate resources to the vulnerable. This includes paint, brushes and colour pencils.</li> <li>▪ No student to use the trimmer or any other shared equipment such as palettes, scissors and brushes unless these are within bubble boxes.</li> <li>▪ Handles of taps to be disinfected after use for waterpots etc.</li> <li>▪ SOL adjusted to ensure only tasks where students use own equipment.</li> <li>▪ Resources boxes to be used for bubbles to share between classes.</li> <li>▪ Head of Department to discuss with team a safe and practical approach to collecting resources from students. Agreed procedure to be included within departmental policy</li> <li>▪ Subject specific risk assessment in place.</li> </ul> </li> </ul>
<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Drama department should review what practical lessons and activities can be delivered and update risk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject specific risk assessment in place.</li> <li>▪ Curtains will be raised to avoid contamination due to difficulties in cleaning.</li> <li>▪ Where possible props will not be used or cleaned between use.</li> <li>▪</li> </ul>

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<p>activities in Drama. This would be expected to be led by the department.</p> <ul style="list-style-type: none"> <li>Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who work in performing arts, including arts organisations, venue operators and participants.</li> <li>Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown.</li> </ul>	<p>assessments and lesson plans accordingly.</p> <ul style="list-style-type: none"> <li>Key considerations for practical activities include the teaching space, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.</li> </ul>	
<b>Pupil wellbeing and support</b>		
<ul style="list-style-type: none"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the provision of pastoral and extra-curricular activities to all pupils</li> <li>Provide more focused pastoral support where issues are identified that individual pupils may need help with.</li> <li>Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups</li> </ul>	<ul style="list-style-type: none"> <li>Any enrichment will take place in Year Group Bubbles</li> <li>Enrichment will largely take place virtually to reduce the risk of transmission</li> <li>School counsellors will be available on a referral basis</li> <li>Student council meets one a term to discuss a variety of issues across the school including H&amp;S. Views are then fed back to SLG team for further discussion</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this
	they identify as newly vulnerable on their return to school.	
<b>Behaviour expectations</b>		
<ul style="list-style-type: none"> <li>▪ Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils, and parents, setting clear, reasonable, and proportionate expectations of pupil behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of the behaviour.</li> <li>▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment.</li> <li>▪ Additional measures and PPE may be required for staff in some circumstances.</li> <li>▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bentley Wood continues to have the highest expectations of behaviour.</li> <li>▪ Strong relationships between students and teachers foster good behaviour.</li> <li>▪ Tutors, HoY and SLG work closely with students who need additional support to ensure they behave and learn well.</li> <li>▪ A pastoral support plan will be completed for any student whose behaviour remains a concern.</li> </ul>
<b>Contingency planning for outbreaks</b>		
<ul style="list-style-type: none"> <li>▪ If a local area sees a spike in infection rates that is</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have plans in place for communicating closure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school's Virtual School used during March's lockdown will continue to be used as part of our blended school and so will be used for remote provision of education for students.</li> </ul>



Guidance	Measures to consider	What do you need to do at your school to manage this
<p>resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</p> <ul style="list-style-type: none"> <li>▪ In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have plans in place for remote provision of education including monitoring pupil engagement.</li> <li>▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Processes for monitoring engagement during the March lockdown were effective, these will be implemented in the case of a new lockdown.</li> <li>▪ <del>▪</del> The school has capacity to remain open for vulnerable children and those of critical workers.</li> <li>▪</li> </ul>